Welcome to the National Emergency Training Center

FEDERAL EMERGENCY MANAGEMENT AGENCY
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History of the Site

This is the site of the Federal Emergency Management Agency's National Emergency Training Center. It was officially dedicated October 8, 1979. While this date marked a significant beginning for the nation's fire-fighting and emergency management forces and the public they serve, it is only one moment in history for a site that is rich in tradition.

In 1786, a parcel of land of which this site was part was sold by Charles Carroll to Samuel Emmit. The deed provided for division of the 2,250 acres into farm tracts and town lots. This land in a valley was originally settled by seven families, who built homes in the fertile countryside. By 1809, a community of several hundred people had grown up around the village at the crossroads. The missionary pastor serving the townsfolk was Father Jean Dubois. One of the farmers was Robert Fleming.

Development of the Site as St. Joseph College

About the same time in Baltimore, Elizabeth Seton was forming the nucleus of the American Sisters of Charity. Designated "Mother" of a community of sisters by the First Bishop of Baltimore, she was pioneering in social work and education with the establishment of a small school and sisterhood on Paca Street. As the school in Baltimore grew, a new location with larger premises was needed.

Samuel Cooper, a Virginia gentleman preparing for the priesthood, was inspired by the activities of Mother Seton. He offered $10,000 to the Rector of the Seminary, Father William Dubourg, for the establishment of an institution to be directed by Mother Seton. There was one stipulation—that the establishment be located in Emmitsburg, an area Cooper had been introduced to through his friendship with Father Jean Dubois.

One fine spring morning in 1809, Reverend Dubourg and Samuel Cooper set out on horseback for Emmitsburg in search of a location for the school. It was Father Dubois they sought out for advice, at his schoolhouse for boys on Saint Mary's Mountain.

Tradition has passed down an account that when they started their journey the next morning, they were met by an elderly, white-bearded artisan, with a carpenter's apron and tools, who offered to guide them in their search. From the top of a hill, the guide, whose name was Joseph, pointed out an abandoned farmhouse on a tract of land known as 'Fleming's Farm." Father Dubourg and Samuel Cooper had found the ideal site for the school.

The title of the Fleming Farm was transferred to Reverend Dubourg, Reverend Dubois and Samuel Cooper, who paid for the property. Repairs were undertaken on a dilapidated house, which then stood on a knoll facing Tom's Creek. On July 31, 1809, Mother Seton, her sisters and school, took possession of the Stone House, the first site of Saint Joseph's College.

The school prospered, the numbers of students increased, and the curriculum was expanded. As the many educational needs and activities of the community grew, so did the number of buildings on the site—from the single Stone House of 1809 to the modern, progressive campus left by the sisters in 1973.

Saint Joseph's During the Civil War

While recognized primarily as an educational and religious institution, Saint Joseph's also had its place in Civil War history. It is particularly known for the many deeds of charity and mercy to which its founder was dedicated. During the war, the Sisters of Emmitsburg cared for wounded soldiers on both sides, serving hospitals from New Orleans to Richmond, Philadelphia, Baltimore and New York, and on battlefields such as Harper's Ferry, Second Bull Run, Antietam, Shiloh, and Gettysburg. At least 232 sisters from Emmitsburg were positively identified as having served in the Civil War in one way or another.

It is a little-known historical fact that, but by chance and the happenstance of military campaigns, the most famous of American battles could have been the Battle of Emmitsburg—and Gettysburg only a remote little town from which General Lee's army maneuvered en route to Baltimore and Washington.

On the 30th of June, 1863, the 1st, 3rd and 11th corps of the Union Army of the Potomac were at Emmitsburg under General Reynolds. Reynolds wrote to General Meade, "...if the enemy advances in force from Gettysburg, and we are to fight a defensive battle in this vicinity... the position to be occupied is just north of the town of Emmitsburg. He (Lee) will undoubtedly endeavor to turn our left...near Mount Saint Mary's College." As history would have it, not until the evening of July 1, when it was apparent how great the number of Union soldiers in Gettysburg, did it become fixed that Gettysburg would have to be the site of the major battle.

By another account, it was from a cupola on one of the buildings of the Saint Joseph Academy that a Federal officer surveyed the surrounding area and selected the site on which the Union Army later encamped to fight the Battle of Gettysburg, eleven miles away.

Tradition of Education

The school which Mother Seton founded on this site was the first of its kind. For 163 years, it was known as an institution whose graduates were better prepared to contribute to society as a result of the education obtained there.

As the National Emergency Training Center, the tradition of education will continue, as well as the pattern of graduates returning to communities better able to respond to the needs of the public.

References for historical information: *The Valley*, by Sister Mary Bernard McEntee, D.C. and *Emmitsburg: History and Society*, edited by Emile and Mary Nakhleh.

Welcome to the National Emergency Training Center

Touring the Campus

This brochure is intended to introduce the National Emergency Training Center, its programs and facilities. Each of the major buildings is pictured with an accompanying text to note points of historical interest. The sequence in which buildings are described suggests a "walking tour" which can be followed in traveling the campus. The key at the bottom of the pages places the location of the building in perspective with the rest of the campus.

An Overview

Situated on the edge of the Catoctin Range of the Blue Ridge Mountains, the NETC campus is of considerable scenic beauty in all seasons. Its location in Emmitsburg, Maryland, in Frederick County, is just a few miles south of the Pennsylvania border. It is 50 miles northwest of Baltimore, and 60 miles north of Washington, D.C, within close proximity of Mount Saint Mary's College, Camp David, national and state parks, historic Gettysburg and Frederick, recreation and resort areas. The property line, extending to U.S. Route 15, includes a portion of Tom's Creek, just south of the campus.

The facility offers an excellent setting for a living/learning environment, well suited to fire education and training. There are 14 buildings on the 110-acre campus, housing 38 fully-equipped classrooms and 2 auditoriums. Up to 1,000 students can be accommodated on a daily basis. Five buildings are adaptable for dormitory purposes, providing residential space for at least 300 students in single rooms.

Other features are a spacious student center for social functions, a modern physical fitness center, an indoor pool, tennis courts, extensive laboratory equipment and a log cabin and boathouse for leisure activities.

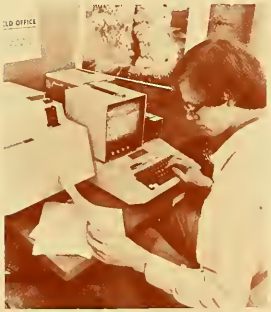
There is a graphics center, an audio-visual arts and television center, and a computer-supported learning center. The library has capacity for over 100,000 volumes.

Collocation

This site serves as the campus for the National Fire Academy (NFA) and the Emergency Management Institute (EMI). This is the center of all activities focusing on training for fire prevention and control, planning, mitigation and response to natural and man-made disasters.

At the National Emergency Training Center in Emmitsburg, Maryland, people have been doing a lot of talking. The Emergency Services Director for McHenry County, Illinois, with the Hazardous Materials Response Team Coordinator from Houston, Texas. The Fire Chief from Cottonwood, Arizona, with the Public Prosecutor from Seoul, Korea. About command and control. Communications. Evacuation. Emergency response. And saving lives. Actually, they have a need to exchange ideas about applying training to emergency management.

The Mission—Raising the Level of Preparedness



The National Emergency Training Center (NETC) was established to place a higher priority on advancing the development of professionals who plan for and respond to all types of emergencies. As it is the Federal Emergency Management Agency's mission to reduce the impact of natural and man-made disasters, it is the function of the NETC to deliver training programs that show results in our communities—reduced life loss and reduced damage to property. The national academic center is the parent organization of the National Fire Academy and the Emergency Management Institute. As a result of this relationship, the NETC can channel increased resources to develop and deliver practical programs needed where training counts most, in our nation's communities. Already, the spirit of the new NETC is emerging. Already, NETC is meeting FEMA goals.

There is a continuing need to raise awareness in the U.S. about the need for emergency preparedness. The prevailing opinion among the local government officials is that disaster occurs infrequently in their communities. In a recent study for FEMA by the International City Managers Association, this apathy was also visible among elected officials, community leaders, as well as the public at large. Indicators included:

- lack of an emergency organizational structure of any type,
- an existing but dormant emergency management program,
- a minimal emergency management program budget,
- emergency management plans which have not been reviewed or updated for a significant period of time, and
- the absence of training and disaster exercises.

The focus of NETC is on raising the state of emergency preparedness throughout the nation—for both times of peace and times of war. As FEMA moves to stimulate better community response, the NETC is reaching professionals with management skills and technology, so that the next time a natural or modern technological hazard strikes, those in positions to save lives and property can do so quickly and with a cooperative, integrated response.

NETC Participants

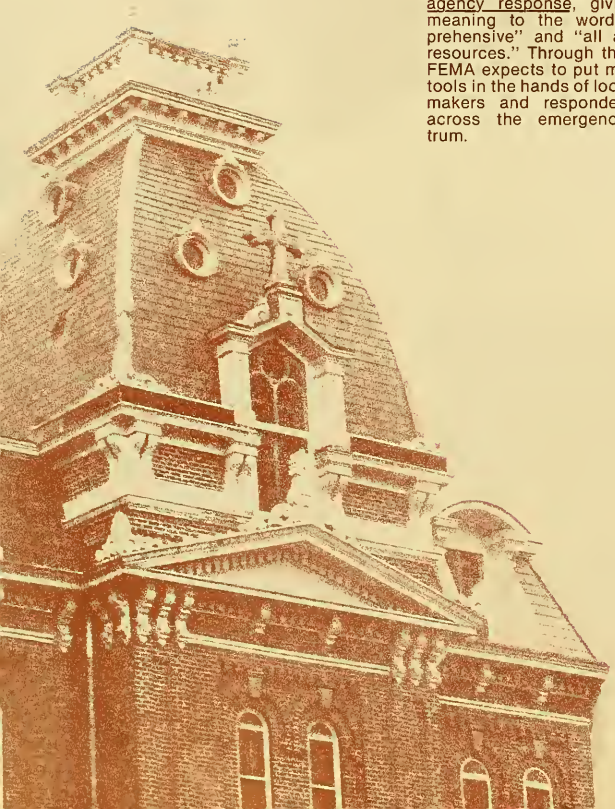
Who are these professionals and how are their jobs related? The projection for NETC program participation for resident and field offerings in 1982 is 87,000 between the Emergency Management Institute and the National Fire Academy. They are leaders, like Robert Hogan, Lieutenant, New York Police Department, specialty: civil defense; or Donald Tillman, City Engineer, City of Los Angeles, specialty: emergency services; or Ron Coleman, Fire Chief, San Clemente, specialty: emergency response. They are expected to be catalysts for change.

They are also program developers, capable of modeling state-of-the-art programs for use in the field, like Marsha and Jim Ladd from the American Management Association, or Frank Brannigan, noted life safety specialist. They are trainers of trainers, like Joe Donovan, Massachusetts Fire Training Director, who can return home and engender skills in others. They are federal officials from the Department of Energy, sharing a computer program that does a city radiological profile. They are architects and engineers designing hardened shelter sites or doing radiological assessments. From multiple disciplines, they are policy makers, managers, and technology specialists who are expected to institute change in their communities.

"I have definitely used that information at home. From what I learned at the Disaster Planning Seminar, I drew up a proposal for the mayor, outlining how we should plan for and manage a local emergency." (Supervisor, Support Services, Security Detroit Water and Sewage Company)

The Need for Integrated Training

While the drama of the disaster which hits today or tomorrow is very explicit, its repercussions usually reverberate across a range of response disciplines. Each day our technology progresses, the potential for complex, life-threatening emergency grows. Each scientific advance imposes a new layer of requirements for integrated multi-agency response, giving new meaning to the words "comprehensive" and "all available resources." Through the NETC, FEMA expects to put mitigative tools in the hands of local policy makers and responders from across the emergency spectrum.



At a recent EMI seminar on the NETC campus, emergency response experts from across the country took a look at some actual disasters of the past ten years to determine how local response could be improved and how FEMA should help. The ten incidents ran the gamut of man-made and natural disasters, including the Miami civil disturbance of 1980, the San Diego aircraft collision in 1978, the Wichita Falls tornado of 1979, and the eruption of Mount St. Helens and the MGM Grand Hotel fire in 1980.

As one might expect, their analysis revealed some common threads of problems linking these incidents: questions of authority, command and control, coordination of resources, communications, piecemeal response, and ambiguity of roles. What one might not have expected was the productive nature of the dialogue among parties who are historically turf-oriented when face to face—fire service and law enforcement, emergency medical services and civil defense, public works and public interest groups. The consensus of the group was overwhelmingly supportive of integrated emergency response training.

This new spirit of "integration" dominates activities and planning on the NETC campus. There is a sense of something new emerging, much broader than the administrative streamlining of operations functions which should achieve a $200,000 cost savings in the first year. As capacities are merging between two institutions to produce a more effective delivery arm, self interests are beginning to fade into a new "bottom line"—improving the capabilities of those whose jobs are to protect lives and property.

Burlando Hall
ADMINISTRATION BUILDING

This prominent four-story brick building with a four-sided French dome houses the executive offices and library for the National Fire Academy and the Emergency Management Institute.

The NETC library has capacity for over 100,000 volumes and periodicals, with the main area of 2-story height, bounded by a perimeter balcony.

The building was built in 1870 and is on the National Register of Historic Buildings. Designed by E.G. Lind, it is a fine example of the Second Empire style of architecture which was popular in the second half of the Nineteenth Century. It is nine bays long, six bays deep, and the four stories are topped by a mansard roof. The three central bays, projecting from the wall as a tower, have an ornate pedimented and bracketed cornice which acts as a base for the three-story French dome. The dome has round windows with cartouche frames and is surrounded on top by an iron railing.

The building bears the name of Father Francis Burlando, who had an active role in the development of the college and the conception of the design of the building.

"In the NETC environment, we have a chance for an interagency exchange of ideas. When there is multiple agency involvement in something like responding to a hazardous materials incident, those agencies need to know more about each other. That's what is so vital about the Center." (Captain, La Mesa Fire Department, La Mesa, California)

Curriculum Planning

This emerging new spirit is particularly evident in the NETC curriculum planning. While the NFA and EMI curricula will each retain their program's integrity, analysis is underway of the differing needs of the NETC audience. Curricula will be integrated whenever such integration better meets those needs. Courses from the NFA program will be available to EMI students, and vice versa.

Priority attention is being placed on "focal" areas where integrated response is most frequently required.

In commenting on curriculum, Louis O. Giuffrida, FEMA Director, stated:

"Our priority is to deliver information that enhances state and local capability to prepare for, respond to, and recover from emergencies—in a fashion where each key responder plays an equal or appropriate part—the fire chief, police chief, medical officer, public works official, and so on. Our training has been turf oriented. We trained fire people at the NFA and emergency managers at EMI. There was no mixture. In reality, response to emergencies is a team effort—our job is to build those teams into effective units through common training and shared knowledge."

While the core functions of the professional development programs at NFA and EMI won't change, the content probably will—with emphasis placed on improving performance of end users, greater relevance of material, and transferability of skills and information.

Program planners at the NETC have a number of concerns in improving their courses. In order to advance the professional development of people involved in emergency preparedness and response and recovery activities, training programs must be constantly evolving to meet changing needs, resources, and capabilities in the communities these programs are designed to serve.

Student Center
BUILDING B

The modern, one-story brick building with outdoor slate patio is the NETC student center, the hub of social life on campus for all students and faculty. A canteen room with kitchenette, snack bar and vending machines as well as a small convenience store adjoins the large lounge, which features a wall-sized picture window framing a scenic view of the mountains to the west.

The center is set up for social gatherings and conference activities, as well as general recreation and leisure time relaxation.

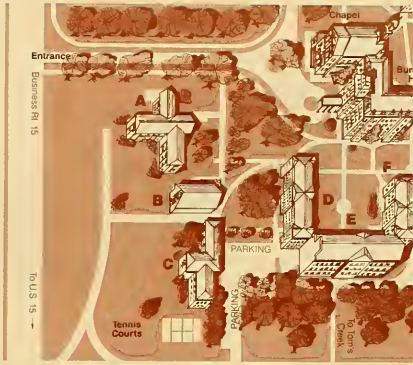
Dormitory
BUILDING C

A three-story brick dormitory building, this structure contains room for 85 students of both NFA and EMI. The rooms are equipped with built-in wood wardrobes, desks and hand-sinks. Each floor features lounge facilities, laundry room, and other service functions. The building was built in 1964.

Dormitory
BUILDING A

This three-story brick dormitory with covered patio entrance was built in 1956. It can house approximately 70 students in rooms of single occupancy. Furnishings are similar to Building A.

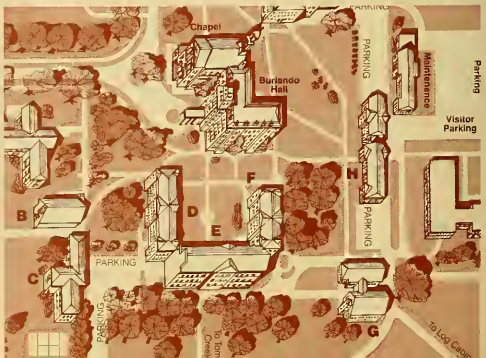
The casual dorm setting provides ample opportunity for informal exchange of ideas among students from diverse communities and professional backgrounds. Residential accommodations are geared to long-term stays, with average course duration being two weeks, and longer programs lasting four to eight weeks.



Enhancing Instruction

One objective is to supplement regular instructors. These might be state people with expertise in exercises, or specialists from universities, or government owned/contractor operated laboratories. Attention is being placed on getting wider involvement from government and private institutions. Each has its own contribution to make.

As the network of contacts involved in program development expands, new methods of instruction are introduced. With greater institutional involvement, the NETC's perception of target audience requirements becomes clearer, and the training materials can be focused for greater relevancy. All aspects of NETC program development are closely coordinated with other FEMA operating programs which serve as the springboard for course development.



Dormitory

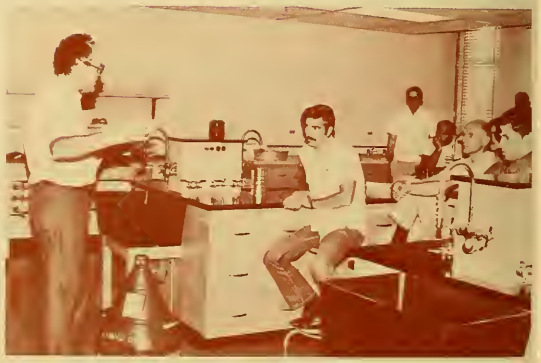
BUILDINGS D AND F

These dormitories, like the newer buildings on the southwest corner of the campus, will be designed with ample informal group settings and areas for conversation and relaxation. The living/learning experience at the NETC campus should encourage communication and interaction between representatives of many organizations and communities. As members of the service are brought to the NETC for exposure to new technology, ideas and techniques, they should have many opportunities during their residence to exchange ideas while integrating new classroom learning with professional experience.

Program Evaluation and Development

How is the NETC sensitive to the needs and perspectives of the many partners in emergency management? By what means do constructive criticisms get filtered into the program development cycle for evaluation and redesign? There are a number of ways this kind of information is received, and this is an area where some new ideas are being solicited. Since training is of no value unless it is usefully applied at home, there has to be communication between the NETC and the participant after training has been tested at the local level.

One way, at the outset, to get balanced information on training needs is through the recently introduced Curriculum Advisory Committee (CAC). For each functional response area—whether hazardous materials or radiological incident response—an advisory



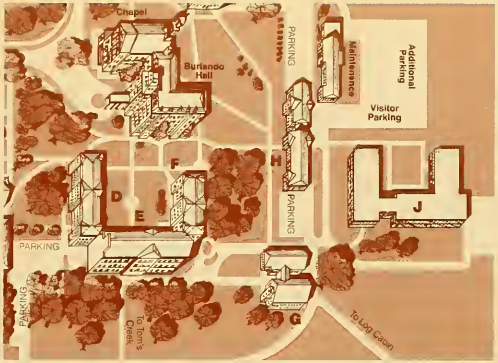
committee is called on to contribute at the program design phase. The CAC is comprised of people who would use the course in the field, content experts, institutional representatives, and NETC and other FEMA staff.

Another source of review is the fellowship students who gain the broadest perspective on the programs of the institution. Their comments on the effectiveness of the training they received and their own productivity in instituting change is the most valuable evaluation the NETC could solicit.

Still another source for the NETC's National Fire Academy is the Board of Visitors. Mandated by law, the Board reviews programs to determine whether they further the basic agency mission and makes recommendations to enhance program effectiveness.

The NETC has recently expanded the use of the Board by the addition of an Advisory Committee. This action was intended to broaden organizational representation as well as range of expertise available for program advice. After participating in the July Board Meeting as a new member of the Advisory Board, Joe Donovan, Chief of Fire Training, Massachusetts Department of Education, commented on the new direction of the National Fire Academy as part of the NETC:

"I see a recognition and commitment to high level disaster management courses delivered on an integrated basis with the Emergency Management Institute. The NETC will truly be a national center for the delivery of emergency management training."



Admissions, Registration Center

BUILDING E

This three-story brick building is used as an admissions and registration center. It houses several office suites and private offices, a conference room, and a 1,000-seat auditorium with facilities for stage performances on the second and third floors.

Educational Center

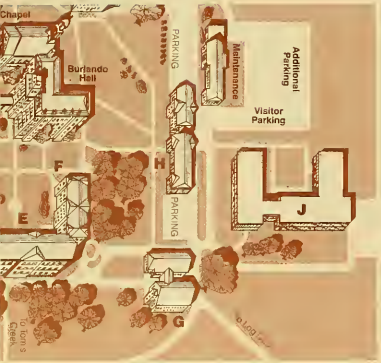
BUILDING J

The newest building on campus, the education center of the NETC, is a two-story structure which houses the majority of the delivery activities for on-site programs. The lecture hall wing features a 200-seat tiered auditorium with an audio-visual projection area and extensive modern lab equipment. There are several science labs with auxiliary preparation and equipment rooms, seminar and classrooms, lounge and storage rooms. The building was constructed in 1966.

Gymnasium and Fitness Center

BUILDING H

This three-story brick structure should be one of the most frequented buildings on campus. It houses the gymnasium, with basketball court and track, and an indoor swimming pool.



Educational Support Building

BUILDING G

This two-story brick building with a one-story wing is suited for many purposes—from educational and training facilities to residential housing. It is equipped with labs, classrooms, offices and lounge areas. A computer-supported simulation laboratory is now operational.

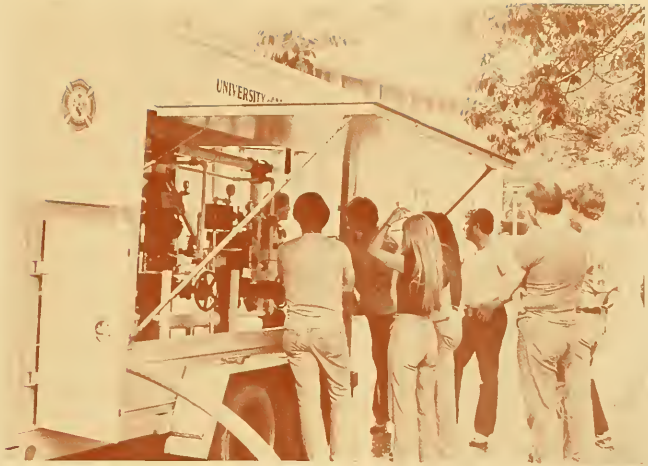
Using New Technology

As the NETC emerges as the focal point for delivery of emergency management and fire protection training, improvements to the facility are being made. Some are evident already, like the fire protection systems laboratory, the arson laboratory, and the computer assisted tactics simulator. Others, like expanded use of computers and satellite transmissions, are on the horizon. The intention with most of these improvements is to build the skills of decision making through practice in a real-life environment.

The fire protection systems laboratory is used to provide instruction in systems technology for fire and building code officials. The lab consists of approximately 1,100 square feet containing a fully operative fire pump and control panel. ten functional automatic water suppression systems from various manufacturers, valve displays, piping configurations with associated hardware, a hand wired microprocessor-based fire alarm control panel, a selection of detection devices, and scale models of listed fire doors and wall assemblies.

The fire protection systems laboratory is designed for instructional purposes. It is completely functional and reflects, whenever possible, realistic field conditions. Students using the lab can operate, demonstrate, maintain and construct any of the lab equipment for actual hands-on experience.

The arson lab was developed for the Fire/Arson Investigation and Detection Programs. It consists of seven scenes which simulate accidental and incendiary fires in various environments, including office, kitchen, den, bar, and workshop.



The scenes were constructed and burned under supervision of the National Fire Academy staff.

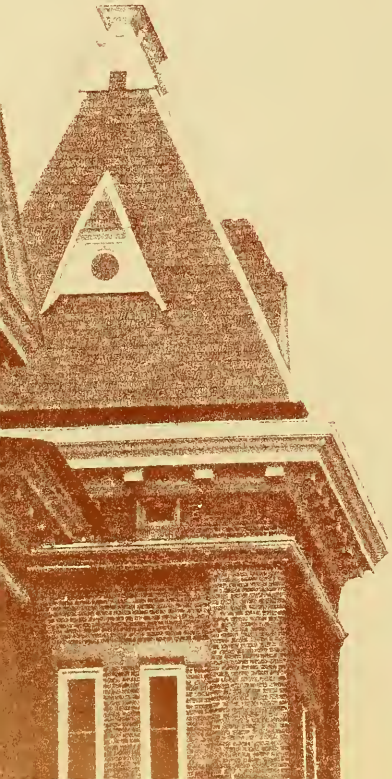
The computer-assisted tactics simulator is being used initially for hazardous materials and incident command courses. With visual representations of incidents, the computer provides a modified decision-tree capability. If the practicing commander dictates a proper action, the hazardous condition will be mitigated, and the mitigation will be displayed visually. Conversely, improper actions either have no effect or worsen the situation. Perspectives on screens in two separate classrooms are different. This feature delineates the communication skills necessary for sector and incident commanders.

The application of computer sciences to fire and emergency training is an example of one of the most important principles of NETC—the educational products developed, demonstrated, refined, and tested at the national center should be state-of-the-art prototypes that can be used at the state and local level for management and technology training. Consistent with FEMA's policy of concentrating program emphasis on developing the capacity of states and localities to handle their own emergency management problems, the NETC concentrates on the needs of management personnel whose increased skills should have the most impact on their communities.

Using New nology, ontinued

Computer science has numerous uses in NETC efforts to build capacity in state and local fire and emergency management personnel. One use is in simulating real-time, high-stress environments with built-in response requirements so that managers can test their ability to act. Another is to develop in managers familiarity with using more complex forms of information in the decision making process, whether for damage assessments, resource management or command and control operations. Still another way is the hand off of computer technology in software programs or in specifications for equipment like computer-supported command and control mobile vans.

One of the most exciting applications planned is the development of a satellite disc with on-line audio and video transmission capability. One envisioned application of satellite transmission is to focus on the scene of disasters or fires when they happen to assist local personnel in assessing the severity of the emergency. Assessment and strategizing would be greatly enhanced with a live television picture of the incident, and command personnel would be in a better position to apply control techniques. This would be an innovative form of assistance to states and localities.



Log Cabin and Boat House

The rustic but spacious log cabin and boat house nestled on the banks of Tom's Creek provide a refreshing atmosphere for many leisure time activities for all students and faculty on campus. The possibilities are unlimited for the cabin, with an enormous stone fireplace, cathedral ceiling, exposed beams and wood floors. From picnics and cookouts to ice skating parties, this inviting waterside recreation area adds another dimension to the campus. The boat storage house, with a ramp leading to the water, has space for several rowboats or canoes.

Dining Hall and Educational Building

BUILDING K

This post-Civil War structure, built in 1870 and renovated in 1965, houses multiple facilities. It is a three-story brick building, with dining hall and kitchen facilities on the first floor, and educational and training space on the upper floors. The Emergency Management Institute uses this area for classrooms.

The main hall on the first floor has seating capacity for 500, with cafeteria service. There is also a private dining room for smaller functions. This building is attached to Building L by an enclosed passageway.

Professional Staff Office Building

BUILDING M

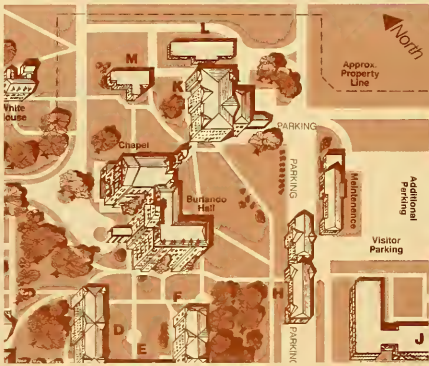
This versatile two-story building is used as a administrative center for EMI. In addition to lounges and offices, there are kitchen facilities on the second floor. The building was renovated in 1965.

As the development of the Center progresses, it will contain state-of-the-art audio-visual and T.V. studios, print shop and dark room, facilities for media production and offices for curriculum development resource staff. The Center will also provide space for developing and pilot-testing new courses and preparation of accompanying films, slides and overheads as visual aids.

Dormitory

BUILDING L

This three-story brick structure, built in 1959, is planned for use as a dormitory. The first floor contains meeting rooms and parlors; the upper floors contain approximately 50 single bedrooms and lavatories.



Priorities

As FEMA identifies programs and solutions that will assist communities, the NETC will package and deliver these programs where training is a viable part of the solution. By clear policy direction from FEMA management, constant review of program issues, and application of common resources, the NETC will be an effective FEMA delivery arm. Already, many staff members have been "cross utilized" as both personnel in operating program units as well as NETC training staff.

Priorities for training requirements are emerging from discussions of problem areas among key staff. For consistency and follow-through in subsequent program development, rotational assignments will be made from headquarters staff who are most experienced in their respective content areas.

The priorities at the NETC in the months ahead were summarized by the Associate Director for Training and Education, Fred Villella, in this way:

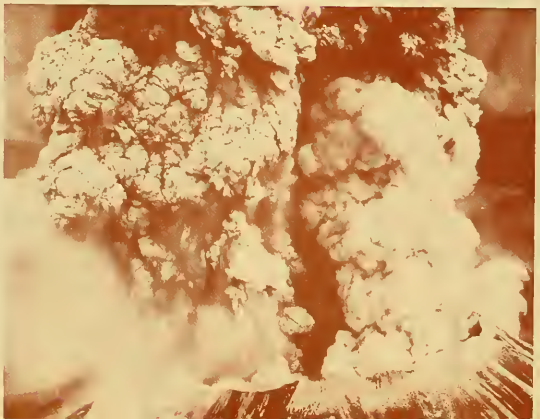
1) maintaining the high program quality and momentum of achievement typified recently with the accreditation of 18 NFA courses by the American Council of Education and in the past by issuance of credit equivalency for EMI courses by Michigan State University;

2) developing a method of delivering information that will effectively enhance state and local capabilities;

3) integrating our emergency planning and response training to lessen the turf orientation and enhance key personnel's ability to deal responsively with each other; and

4) setting in motion a training methodology or system that will be self-perpetuating at the state or local level so that once a prototype has been developed, the state or community can adopt it and tailor it to local needs.

Effective response to the increasingly complex and varied emergencies this nation faces requires training that is thorough and progressive. NETC will provide that training.



Saint Joseph Chapel

BUILDING O

Erected in 1839, Saint Joseph Chapel was renovated in 1965 according to modern liturgical norms. It is connected to Burlando Hall by an enclosed brick cloister. The main chapel seats 450 persons. There is also a small side chapel, a sacristy, a clergy dressing and preparation room and a study. The balcony accommodates a Baldwin electronic organ. The chapel, now used for non-denominational services, may be used as a meeting hall and visitors' gallery.

The Chapel is noted on the National Register of Historic Buildings as a good, provincial ecclesiastical building with a slightly Italianate or Romanesque feeling conveyed by the roundheaded windows. Fundamentally rectangular, the building derives its ornamentation from the simple brick trim. Flat pilasters separate the three bay gable ends and five bay sides. The same pilasters on this building were later repeated in the design of Burlando. A recessed brick arch enframes the single rounded window in each bay. The pilasters separate plain brick cornice which is topped with brick dentril decoration. Above the entrance gable is a two stage octagonal turret. A small dome caps the Chapel tower.

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